

Dunton and Wrestlingworth Church of England

VC Lower Schools Federation

Wrestlingworth VC Lower School Special Educational Needs (SEN) Information Report

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Review Cycle:

Annual

Next Review:

September 2024

Links with other policies:

Admissions Policy

Accessibility Plan

Behaviour and Anti-Bullying Policy

Complaints Policy

Data Protection Policy

Equality Policy
Safeguarding Policy
SEND Policy
Supporting Pupils with Medical Conditions Policy
Teaching and Learning Policy

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Our school's approach to supporting pupils with SEND

"From the smallest seeds grow the biggest trees"

OUR CHRISTIAN VISION

"The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches."

Matthew 13:31-32, International Children's Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

Dunton and Wrestlingworth VC Lower Schools are inclusive schools and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum. Everyone within our schools is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be included fully in all aspects of school life.

The schools follow statutory guidance published as the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015). The SEND Policy at both schools supports the ethos as stated in the foreword:

"Our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives."

Dr Dan Poulter & Edward Timpson, 2015

Our school provides an inclusive, broad and balanced curriculum for all children that builds upon and celebrates each child's skills, talents and abilities. We have high expectations of every child and strive to help them achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel that they are valued members of our school and the wider community. Quality first teaching and early intervention help us

to support these aims. We make sure that we have processes in place so that additional needs can be identified early and we offer a range of provision according to identified needs.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Through the inclusive practice in all parts of the school day from all staff we enable all children to achieve alongside their peers.

Providing for different kinds of SEND

A child is considered to have SEND if they have defined difficulties over and above those generally experienced by the majority of their peers. These difficulties may be within one or more of the broad areas of need as identified in the updated 2015 Code of Practice and Central Bedfordshire's Graduated Response to SEND:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health.

Cognition and learning

Cognition and learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD), global delay and profound and multiple learning disabilities (PMLD).

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

Social, emotional and mental health

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying behaviour that challenges. This may include attachment disorder, ADD, ADHD, ODD, PDA and anxiety.

Sensory and/or physical needs

Pupils with disabilities or impairments do not necessarily have SEND. Sensory or physical needs include physical disabilities, visual and hearing impairment and sensory processing difficulties.

Key staff and expertise

According to need, teaching staff receive ongoing professional development in areas that will support the SEND learners in their class. Staff trained in specific areas are listed below.

Name of staff member	Area of expertise	Level of qualification
Maria Poultney - SENDCo	SEND	National Award for SEND Co-ordination
Lauren Hill – SEND governor	SEND	National Award for SEND Co-ordination
Kate Millard - Teacher	Speech and Language	ELKLAN
Natalie Burton - TA	Speech and Language	ELKLAN
Natalie Burton - TA	Emotional wellbeing	Psychological First Aid: Supporting children and young people
Beverley Hall - TA	Pastoral support	Drawing and Talking
Beverley Hall – TA Natalie Burton - TA	Precision Teaching	Trained by Assistant Educational Psychologist Sept 2023

Securing and deploying expertise

Teaching assistants are deployed according to the level of need. Some staff may be designated for small group provision or 1:1 for pupils (usually children in receipt of an EHC plan). Teachers share expertise and staff training opportunities are maximised.

Equipment and facilities

Resources and equipment are available to pupils with SEND according to their specific needs. For example, laptops, sensory equipment, overlays and visual aids. In line with the School's Accessibility Plan, reasonable adjustments are made to ensure all pupils are able to access the facilities in the building.

Identification and the graduated response

The school recognises that early identification and effective provision improves long-term outcomes.

A pupil could be identified to have special educational needs in a number of ways. It may be a parental concern or initiated from the school setting. The class teacher will, in consultation with parents, inform the SENDCO. The SENDCO and class teacher will then assess the child's needs and decide on the appropriate action. Current classroom strategies will be reviewed and developed if appropriate. The class teacher will inform the parents, at the earliest opportunity, of concerns.

We always aim to work collaboratively as a team, with support from the child, their parents / carers, outside agency professionals and colleagues in previous settings, to gain a thorough understanding of each child's interests, strengths and areas of need. Needs are identified by considering the whole child, this not only includes the child's special educational needs, but other needs too.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Any additional support or provision is carefully matched the child's identified needs with the aim of removing barriers to learning.

Graduated Response

The SEND Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is 'additional to or different from' the provision that is made as part of the school's usual differentiated curriculum and strategies.

Once a pupil with SEND has been identified, the school will employ a graduated response to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review

- Implementing the interventions, with the support of the SENDCo
- Reviewing the effectiveness of the interventions and making any necessary revisions

Assessment

We track the attainment and progress of all pupils using:

- Evidence obtained by teacher observation and ongoing assessment during lessons
- Evidence provided by children and their parents and/or carers
- EYFS baseline data
- Year 1- 4 assessment data against National Curriculum subjects
- Reading and Comprehension age using standardised Salford Reading in Years 2-4
- Year 1 Phonics test and the KS1 SATs tests
- Use of the Central Bedfordshire draft guidance on SEND 5-16: A Graduated Approach
- Monitoring of assessment information recorded through assessment tracking data

With the support of the SLT, class teachers will conduct regular progress assessments for all children, with the aim of identifying those who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- is significantly slower than those of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children that are identified as making less than expected progress are prioritised for intervention / support.

Planning

Through appropriate curricular provision, we respect the fact that children:

- have different educational needs
- acquire, assimilate and communicate information at different rates
- require different strategies for learning
- need a range of different teaching approaches and experiences.

Teachers respond to these needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences, planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely.

All pupils, including those who have been identified as having SEND, are entitled to access **Quality First Teaching** alongside their peers. As such, our teachers are supported to plan and deliver lessons that are adapted to meet the needs of their pupils. Our whole-school provision map (Appendix 1) provides an 'at a glance' summary of provision available to all our learners as part of the school's usual differentiated curriculum and strategies. This includes access to Quality First Teaching for all pupils.

For those learners who rely on one or more of the specific strategies detailed within the whole-school provision map, but who do not currently require individual targets, a **Learning Support Record** (LSR) is completed. An LSR denotes support under the four categories of SEND and highlights which specific strategies or resources the school are ensuring are in place in order to enable the pupil to access learning alongside their peers.

The next stage of support, where provision is 'additional to or different from' and where targets are focussed and specific, would require the completion of a **SEND 1 Plan**. A meeting between parents and/or careers, class teacher and SENDCo, identifies the outcomes of this. The plan sets out achievable targets and the additional provision that will be put in place. The child should also be involved in forming the plan, including the strategies and the targets. The SEND 1 Plan is reviewed termly in discussion with parents.

A **SEND 2 Support Plan** denotes that the child's learning needs are more significant. This will include pupils who are not making progress, are making limited progress or who are working significantly below age-related expectations. Strategies at SEND 1 have been put into place to support but additional advice and support is required from outside agency professionals. Outside agencies are likely to be involved in providing specialist advice, training and assessment. The provision, strategies and targets are recorded and reviewed on a termly basis in discussion with parents.

If a child requires further support, the school and / or parents may formally request that the Local Authority undertake an Education, Health and Care (EHC) Needs Assessment. If agreed, an **EHC Plan** is written by the LA following a period of assessment and involves parents, carers, school staff and an Educational Psychologist. This might involve other professionals too; Social Services, Speech and Language Therapy services, Occupational Therapy services, Physiotherapist or other suitable health professionals, for example. The EHC Plan is reviewed at least annually (or at least 6 monthly for pupils who have not yet turned 5 years old). The schools' own EHC Target and Review document is used to track progress on a termly basis.

Consulting with pupils and parents

Parents

At all stages of the process the school keeps the parents fully informed and involved. SEND plans are reviewed on a termly basis to coincide with the Parent Consultations which are held in the Autumn and Spring Terms. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Pupils

Children have a unique knowledge and understanding of their own needs. Their views will be considered when deciding what sort of help would be best suited to them. They will, where possible, be part of the decision-making and target setting process

Involving key stakeholders

The support of the following external agencies is available to the school:

- Wetherfield Outreach (cognition and learning)
- School Nurse
- Jigsaw
- Ivel Valley Outreach (primarily ASD)
- Attendance and Improvement Officers (AIO)
- Child and Mental Health (CAMH)
- CHUMs
- CDC (referrals take in excess of 52 weeks currently)
- Occupational Therapist (via training session and strategy implementation)
- Specialist Advisory Teachers
- Speech and Language Therapist referral

- ELSA helpline (Emotional Literacy)
- Educational Psychology consultation (via telephone consultations)

The SENDCo may contact these agencies for additional support in school after discussion with parents/carers.

Starting School, Moving Class and Leaving School – Transition Support

How are children supported when joining the Early Years setting?

Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents as soon as we are notified that a pupil with SEND is transferring into our school. This includes the involvement of the Early Years Advisory Service when children are first joining our school into the Reception Class.

How are children supported when changing classes?

When pupils are changing classes, teachers liaise together, sharing information and preparing the pupil well in advance of the move. This may involve extra visits to the new classroom/ teacher, photograph books etc. Where necessary an individual transition plan may be drawn up to support the child as well as the use of photos of new staff and environments.

How will the school support my child to change classes and/or move school?

In Year 2 parents and carers have the opportunity to visit other schools before deciding and expressing a preference. Most children transfer to our Federated Junior School in Dunton which shares the same SENDCo. Class teachers, the head teacher and the SENDCo will pay particular attention to preparing pupils with SEND for transferring schools, addressing both the learning and the wellbeing concerns that may arise. Our SENDCo liaises with the appropriate school SENDCo (if not Dunton Junior) to transfer information.

Adaptations to the curriculum and learning environment

At times, our children's learning may be supplemented by specific small group interventions that are targeted to support the children's needs and narrow / close identified gaps in their skills and knowledge. For example, supported small group work in English development, mathematical understanding or a group focussing on social skills or emotional wellbeing. These interventions groups can run in and outside of the classroom. Your child's teacher will have

identified a gap in their understanding and learning and planned extra support which will help close or narrow the gap between your child and their peers. You will be notified by the class teacher if your child is receiving an intervention outside of the classroom. There may be specialist support groups for some of our children which are run by, or informed by, outside agencies.

This may include, but is not limited to:

- Speech and Language Therapy
- Occupational Therapy
- ASD Outreach Team
- Visual Support Team
- Hearing Impairment Team
- Jigsaw, who are the county behavioural support team
- CHUMs recreational interventions such as TACTICS or ENCORE

What might provision look like?

The following are examples of provision that children may have. Individualised programmes may be used for children with specific needs for example: Speech and Language, ADHD, ASD.

1-1 support in lessons	This provision is mainly for pupils who are on an EHCP (education, health and care plan). Pupils with an EHCP have an allocated amount of funding that will be paid towards the hours they are required to be supported. The school must offer a further 12 hours a week of support.
General support in lessons	The TA may be timetabled to support a lesson that has a number of pupils who need additional support. They will support by working with small groups/ moving around a number of individuals. Independent learning is encouraged.
Rapid Phonics	Rapid Phonics is a synthetic phonics intervention intended to improve decoding skills and reading fluency. It teaches the relationship of word sounds to their corresponding letter groups in a structured way.
Rapid Reading	Rapid Reading is the catch-up route to success for struggling readers, and children with special education needs, at Key Stage 2
Drawing and Talking	Drawing and Talking is a therapeutic 1:1 intervention for children designed as a short-term pro-active intervention over 12 weeks.
Additional Reading	TAs will listen to pupils reading aloud and will then go through some questions to help with comprehension.

Precision Teaching	Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills.
Social skills support	Small group sessions are run to help pupils improve their social skills. Children come together to complete a range of tasks, with emphasis on interacting appropriately in a number of social situations.
Work based on Colourful semantics	Colourful semantics is an approach to support spoken and written language learning across the curriculum. It aims to help children develop skills when it comes to sentence development, understanding questions, developing narrative, understanding written text and developing vocabulary.
Colour Monsters	This is a federation wide system for children to name their feeling using the Colour Monster.
Write from the Start	This programme offers an approach to handwriting which develops the muscles of the hand.
Sensory Circuits	A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.

Inclusivity in activities

Children with SEND are actively encouraged to participate in all school activities. All children are included in all areas of the curriculum and we aim for all children to be included on school trips. Access to after school clubs is fully inclusive. Independent providers of after-school clubs are made aware of any children with SEND so they can plan appropriately. School trips are often accompanied by a higher ratio of adults to children with SEND. This follows a separate risk assessment when appropriate for specific difficulties and areas of need. Reasonable adjustments, as far as is practical within the school's allocated budget, are made in consultation with parents so that children benefit from all events.

How will my child be included in activities outside the classroom?

Risk assessments are carried out and procedures put in place to enable all children to participate at the school's discretion and with consultations with parents. If a health and safety risk assessment suggests that 1:1 support is required or that an activity may not be suitable a child then this would be discussed with parents prior to the activity.

Evaluating effectiveness

We strive to ensure that the provision that is being put in place is effective and has impact. There are several ways in which this is done –

- ☐ a SEND self-evaluation form is completed at the start of each academic year to highlight areas for development to focus on for the following year;
- ☐ learning walks are conducted throughout the year to observe good practice in a variety of lessons;
- ☐ termly visits from the SEND governor to monitor and feedback to the governing body
- ☐ termly pupil progress meetings with teachers that include the Head Teacher and the SENDCo

Handling complaints

If parents / carers believe that their child has a special educational need that has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. Most concerns will be resolved in this way.

If parents / carers are dissatisfied with the outcome of sharing their concerns with their child's class teacher, or if they feel that their child should be given more support, they should raise their concerns with the schools' SENDCo and / or the Headteacher.

If parents / carers still feel dissatisfied, they may choose to raise their concerns with the school's governing board. In the event of a formal complaint, parents / carers should follow the procedures set out in the school's Complaints Policy.

The school is committed to resolving disagreements between pupils, parents / carers and the school.

Local Offer

For further information on the Local Offer and services that are offered across the local authority, please follow the link below –

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Named contacts

Name of individual	Email address	Phone number
Maria Poultney SENDCo	send@duntonwrestlingworth.co.uk	01767 631099
CBC SENDIASS (Previously known as Parent Partnership Service)	SENDIASS@centralbedfordshire.gov.uk	0300 300 808
Central Bedfordshire SEND local offer	https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page	0300 300 8304